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ABSTRACT

This report describes the activities and results of three programs instituted under Connecticut's Minority Advancement Program (MAP) to promote racial and ethnic diversity in Connecticut public higher education. The Connecticut Collegiate Awareness and Preparation Program (ConnCAP), which enrolled 1,585 students in 1993-94, is designed to give high school students from disadvantaged backgrounds the necessary skills and motivation for success in college. The Minority Enrollment Incentive Program (MEIP) monitors the access, retention, and graduation rates of underrepresented minorities in Connecticut public colleges and universities. It found an overall increase in minority access, retention, and graduation rates between 1990 and 1994. The Minority Staff Development and Recruitment Program (MSDRP) aims to achieve representative employment for minority faculty, administrators, and other professional staff at Connecticut public colleges, universities, and central offices. It found an increase in the percentage of minority staff between 1992 and 1993. Six appendixes provide information on MEIP goals, ConnCAP college-school district partnerships, MEIP peer review committee, MEIP grants to institutions, and MSDRP grants to institutions. (MDM)

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Report

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 378 874

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

Annual Report: December 1994

HE028 023

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Executive Summary

The Minority Advancement Program (MAP) was expanded to include all racial and ethnic minority groups as defined by the Federal Office of Management and Budget on July 1, 1994.

Campus goals and grant awards under the Minority Enrollment Incentive Program and the Minority Staff Development Recruitment Program were revised and adjusted to reflect the expansion.

The three initiatives under the Minority Advancement Program continued to successfully address the goal of increased participation for minorities in Connecticut public higher education. Highlights for each of the programs follow.

Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

A total of 1585 students from eleven public school districts targeted by the Board of Governors participated in ConnCAP programs during the 1993-94 program year.

By race and ethnicity, the participants were 4 percent Asian/Pacific Islanders; 59 percent black; 25 percent Hispanic; 1 percent American Indian; and 11 percent white.

Males made up 42 percent of participants and females 58 percent.

The retention rate for participants continued at 96 percent and the college enrollment rate 95 percent.

An additional legislative appropriation made possible a new partnership program between Eastern Connecticut State University and the New London public schools that will serve students in grades seven through nine, beginning in summer 1995.

Additional funding was made available to the program at Central Connecticut State University to expand services for a limited number of students in the town of Bristol.

Total funding available for ConnCAP programs during the 1993-94 program year was $693,076.

Program evaluations continue to indicate impressive results toward the goal of expanding the pipeline of students from disadvantaged environments who are prepared with the necessary skills and motivation for success in college.

The Minority Enrollment Incentive Program

Connecticut public colleges and universities exceeded the systemwide five year goal of 16.1 percent for first time minority students in fall 1993 by enrolling 17.68 percent.

Black students made up 8.74 percent of first time enrollments; Hispanic students 5.85 percent; Asian Americans 2.77 percent; and Native Americans 0.31 percent.

Public colleges and universities also exceeded the five year goal of 13.70 percent for continuing minority students by retaining 14.70 percent.
Among continuing students, blacks represented 7.33 percent; Hispanics 4.39 percent; Asians 2.69 percent; and Native Americans 0.29 percent.

Public colleges and universities achieved 78.8 percent of the five year goal of 11.3 percent for degrees conferred to minority students in spring 1993.

Black students received 4.38 percent of degrees conferred; Hispanics 2.62 percent; Asians 1.66 percent; and Native Americans 0.23 percent, for a total of 8.90 percent of all degrees conferred at public colleges and universities.

The participation rates increased for all minorities at both public and independent colleges and universities between 1992 and 1993. A total of 23,227 minority students were enrolled, up 4.7 percent over 1992 and up 77.1 percent over 1984, the base line data year for the Minority Enrollment Incentive Program.

Public and independent colleges and universities awarded more degrees (2881) to minority students in 1992-93 than in any previous recording period, up 6.9 percent over the previous year. Degrees to minority students made up 9.8 percent of degrees awarded at public and independent colleges and universities.

Public colleges and universities qualified to receive $241,808 in incentive grants under the Minority Enrollment Incentive Program for FY 1995.

The Minority Staff Development Recruitment Program

Data submitted to the Connecticut Commission on Human Rights and Opportunities indicated that the total number of minorities in the professional workforce at Connecticut public colleges and universities in December 1993 was 978, reflecting 13.12 percent of the total professional workforce, an increase of 59.3 percent over 1992.

According to this data source, blacks made up 5.7 percent; Hispanics 2.6 percent; Asians and Native Americans 4.8 percent at public colleges and universities.

The 1993 Fall Staff Survey data from public and independent colleges and universities indicated that minorities made up 13.5 percent of total full-time employees with blacks comprising 7.9 percent; Hispanics 2.8 percent; Native Americans or Alaskan Natives .002 percent and Asian or Pacific Islanders 2.6 percent.

According to this same data source, all minorities made up 9.2 percent of the total professional workforce at Connecticut public and independent colleges and universities in fall 1993.

A total of $200,000 was available for grant awards under the Minority Staff Development Recruitment program for FY 1995.

STRATEGIC PLAN TO ENSURE RACIAL AND ETHNIC DIVERSITY IN CONNECTICUT PUBLIC HIGHER EDUCATION

Background

The Board of Governors in April 1985 adopted a Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education. The plan was designed to promote diversity in Connecticut higher education and to achieve parity in enrollments, graduation and employment.

The plan set forth major objectives to:

Increase the numbers of disadvantaged high school students prepared for success in college.

Increase student access and retention among underrepresented groups.

Increase the employment and advancement of underrepresented groups.

The Minority Advancement Program

In 1986 the Board of Governors recommended and the legislature approved and funded a Minority Advancement Program (MAP) to achieve the access, retention and professional development goals of the Strategic Plan. The MAP program established incentive funding for three programs linked directly to the strategic plan: 1) The Connecticut Collegiate Awareness and Preparation Program (ConnCAP); 2) The Minority Enrollment Incentive Program; 3) The Minority Staff Development and Recruitment Program.

Through the first initiative, ConnCAP, competitive funding is provided for partnerships between colleges and public school districts targeted by the Board of Governors. These programs provide early intervention, college preparation activities for public school students identified as "at risk" of dropping out of school before high school graduation. The goal of ConnCAP is to expand the pool of students who are prepared for success in college.

The second initiative, The Minority Enrollment Incentive Program, aims to increase access, retention and graduation for underrepresented minorities in Connecticut higher education. Colleges and universities are required to develop five year plans in which barriers to access and retention are identified and strategies proposed to eliminate the barriers. Systemwide, five year goals are established and each institution contributes to the attainment of the goal through individual goals. Incentive grants are made annually to institutions for the successful achievement of individual goals.

The third initiative, The Minority Staff Development and Recruitment Program, provides incentive grants to colleges and universities for increases among underrepresented minorities in the professional workforce. These grants are intended to assist with recruitment efforts and to promote upward mobility for the targeted groups.

Between 1985 and 1994 the Minority Advancement Program focused on minority groups that were underrepresented statewide in Connecticut public higher education in the student body and in the professional workforce. On July 1, 1994, the Minority Advancement Program was expanded to include all racial and ethnic minority groups as defined by the federal Office of Management and Budget. Campus goals and grant awards for FY 1995 were revised and adjusted to reflect the expansion. See Appendix A.

The report that follows was prepared to comply with Connecticut General Statutes (Sec. 10a-11b) that directs the Board of Governors to report annually to the Governor and the General assembly on activities undertaken to implement the Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Higher Education. The report provides a brief history of progress and discusses activities undertaken in each of the three initiatives of the Minority Advancement Program during the 1993-94 fiscal year.

The Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

The Connecticut Collegiate Awareness and Preparation program was designed to expand the potential pipeline of high school students from disadvantaged environments prepared with the necessary skills and motivation for success in college.

Between 1986 and 1993, programs were funded at:

- Central Connecticut State University for partnerships with public schools in New Britain and Waterbury.
- Norwalk Community-Technical College for a program in Norwalk.
- Trinity College for the expansion of its Upward Bound program that serves students in the Hartford and Bloomfield public schools.
- Wesleyan University for the expansion of its Upward Bound program that serves students in Middletown and Meriden.
- The Science Museum of Connecticut for a Connecticut Pre-Engineering Program (CPEP) to serve students in Bridgeport, Hartford, and New Haven.
- The University of Connecticut Health Center for an expanded program to increase the number of African American and Hispanic students from Connecticut applying to and matriculating through medical and dental schools and to enhance the research skills and knowledge of public school teachers who teach significant numbers of minority students.

In FY 1995 increased funding made possible an additional partnership program between Eastern Connecticut State University and the New London public schools. In addition to the new partnership between Eastern and the New London Public Schools, additional funding provided to Central Connecticut State University permitted its program to expand services into the town of Bristol that will permit a limited number of students to participate in ConnCAP in FY 1995.

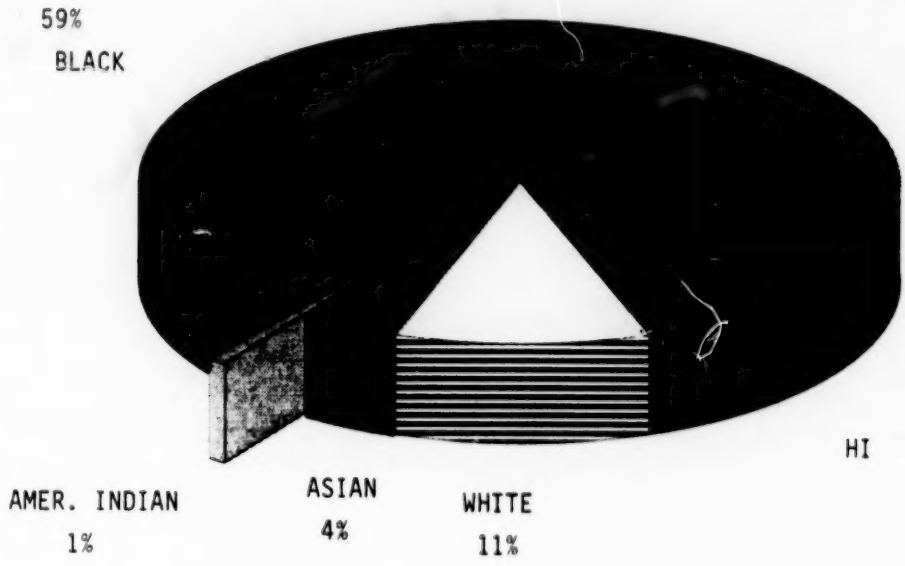
ConnCAP programs provide academic enrichment; remedial instruction in reading writing, study skills, research, mathematics and science; personal, financial aid and career counseling; tutorial services; Scholastic Achievement Test (SAT) preparation; college visitations; on-campus residential experiences; cultural enrichment activities; mentoring; community service programs; parental involvement activities; and college follow-up programs. Medical and dental school aspirants participate in formal lectures, laboratory and direct study, critical thinking, and problem solving courses. Elementary, middle, high school, and pre-service teachers participate in a summer research project to update their skills with modern research tools and techniques.

A total of 1585 students participated in ConnCAP programs during the 1993-1994 program year compared to 1295 in 1992-93 at a total funding level of $693,076. Program evaluations for the 1993-1994 year indicate impressive accomplishments toward the goal of increasing the pipeline of students from disadvantaged environments prepared with the necessary skills and motivation for success in college. A summary of accomplishments for each program may be found in the Appendix B. See Table I for enrollments by race and ethnicity and Table II for a statistical summary.

TABLE I

CONNECTICUT'S CONNCAP PROGRAM

"At Risk" Students
Enrollment by Race & Ethnicity
1993-1994



SOURCE: DEPARTMENT OF HIGHER EDUCATION

TABLE II

ConnCAP Enrollments and Funding Levels

ConnCAP Statistical Summary	1993-1994	1987-1994
Total Cumulative Enrollment	1,585	7,553
Asian/Pacific Islander	4%	5%
Black	59%	55%
Hispanic	25%	28%
American Indian	1%	1%
White	11%	11%
Participant/Gender		
Male	42%	43%
Female	58%	57%
Student Profile		
Underachievers	54%	53%
At Risk	89%	88%
Low Income	37%	51%
First Generation	48%	61%
Target School District	100%	100%
Retention Rate	96%	95%
College Enrollment Rate	95%	95%
Total Funding	**$693,076**	**$4,796,254**

The Minority Enrollment Incentive Program

The Minority Enrollment Incentive Program was designed to address the access, retention, and graduation of underrepresented minorities in Connecticut public colleges and universities and established as its goals for the period 1991-1996:

- Increase the participation rate of first-time minority students, collectively, in Connecticut public higher education to a level proportional to their joint share of the Connecticut population at the time of the 1990 census.

- Reduce the disparity between the continuing participation rate of these minorities in Connecticut public higher education and their rate of degree completion.

All public colleges and universities submitted annual updates to their five year access, retention and graduation plans to the Department in November 1992. Updates described the status of graduate and undergraduate access, retention and graduation strategies contained in approved plans, detailed the monitoring and evaluation process, and indicated the status of goal achievement. The updates also contained information regarding efforts to improve campus climate and transfer articulation. A Peer Review Committee reviewed updates and recommended approval for all. The committee's report is contained in the Appendix C.

Student Progress in Enrollments and Degrees Conferred

Enrollments for minorities continued to register gains at the graduate and undergraduate levels between 1992 and 1993. Black students made up 8.74 percent of first time students at public institutions in fall 1993; Hispanic students made up 5.85 percent; Asian American students made up 2.77 percent and Native American students made up 0.31 percent. All minorities combined made up 17.68 percent of first time students at public colleges and universities.

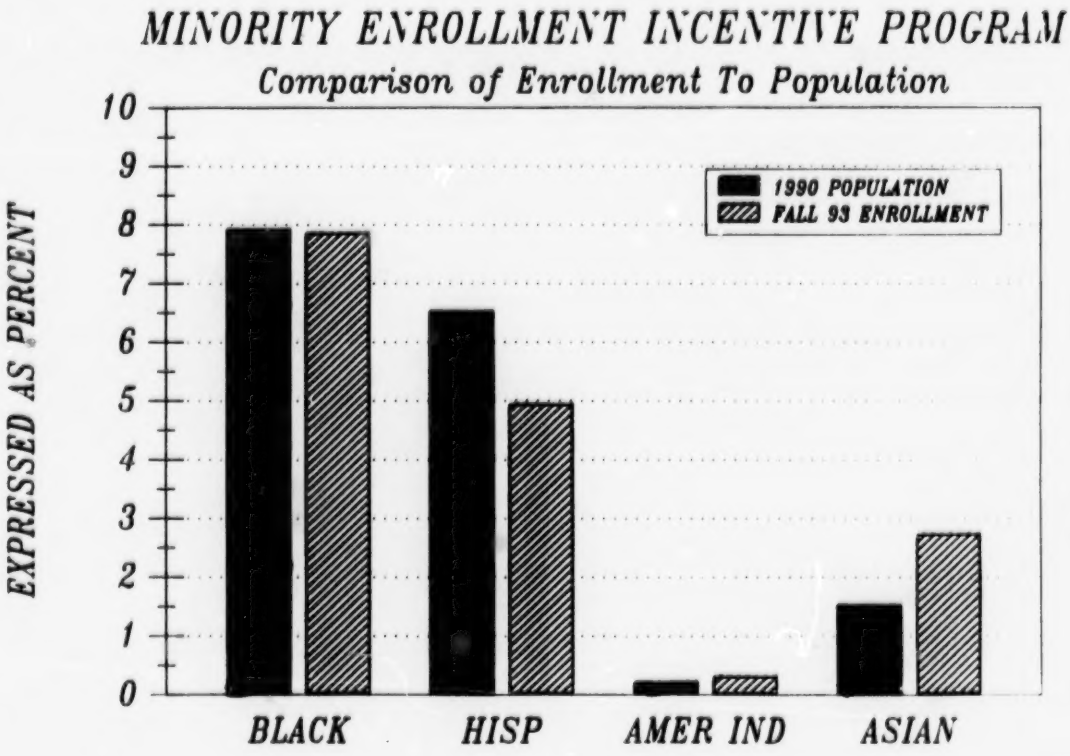
Among continuing students, black students made up 7.33 percent at public colleges and universities; Hispanics 4.39 percent; Asians 2.69 percent and Native Americans 0.29 percent, for a total of 14.70 percent of all continuing students. Table III presents the historical participation rate for each group. Table IV compares enrollments to population statistics.

TABLE III

MINORITY ENROLLMENT IN PUBLIC HIGHER EDUCATION
HISTORICAL MINORITY PARTICIPATION REPORT
INSTITUTION SUMMARY

	1990 - 1991		1991 - 1992		1992 - 1993		1993 - 1994	
	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT
FIRST-TIME STUDENTS								
NON-MINORITIES	32,680	85.77%	27,928	84.31%	29,504	83.04%	27,632	82.32%
AMERICAN INDIAN	110	0.29%	87	0.26%	120	0.34%	104	0.31%
ASIAN AMERICAN	846	2.22%	762	2.30%	975	2.74%	930	2.77%
BLACK	2,695	7.07%	2,700	8.15%	3,069	8.64%	2,935	8.74%
HISPANIC	1,769	4.64%	1,648	4.98%	1,860	5.24%	1,965	5.85%
TOTAL MINORITIES	5,420	14.23%	5,197	15.69%	6,024	16.96%	5,934	17.68%
TOTAL STUDENTS	38,100	100.00%	33,125	100.00%	35,528	100.00%	33,566	100.00%
CONTINUING STUDENTS								
NON-MINORITIES	51,504	88.73%	53,451	88.11%	50,829	86.72%	49,334	85.30%
AMERICAN INDIAN	202	0.35%	176	0.29%	165	0.28%	168	0.29%
ASIAN AMERICAN	1,268	2.19%	1,428	2.35%	1,403	2.39%	1,554	2.69%
BLACK	3,260	5.62%	3,583	5.91%	3,945	6.73%	4,241	7.33%
HISPANIC	1,810	3.12%	2,027	3.34%	2,272	3.88%	2,539	4.39%
TOTAL MINORITIES	6,540	11.27%	7,214	11.89%	7,785	13.28%	8,501	14.70%
TOTAL STUDENTS	58,044	100.00%	60,665	100.00%	58,615	100.00%	57,835	100.00%
DEGREES CONFERRED								
NON-MINORITIES	12,301	91.84%	12,702	91.51%	13,390	90.89%	13,619	91.10%
AMERICAN INDIAN	33	0.25%	32	0.23%	30	0.20%	35	0.23%
ASIAN AMERICAN	251	1.87%	258	1.86%	321	2.18%	248	1.66%
BLACK	532	3.97%	564	4.06%	642	4.36%	655	4.38%
HISPANIC	277	2.07%	324	2.33%	349	2.37%	392	2.62%
TOTAL MINORITIES	1,093	8.16%	1,178	8.49%	1,342	9.11%	1,330	8.90%
TOTAL STUDENTS	13,394	100.00%	13,880	100.00%	14,732	100.00%	14,949	100.00%

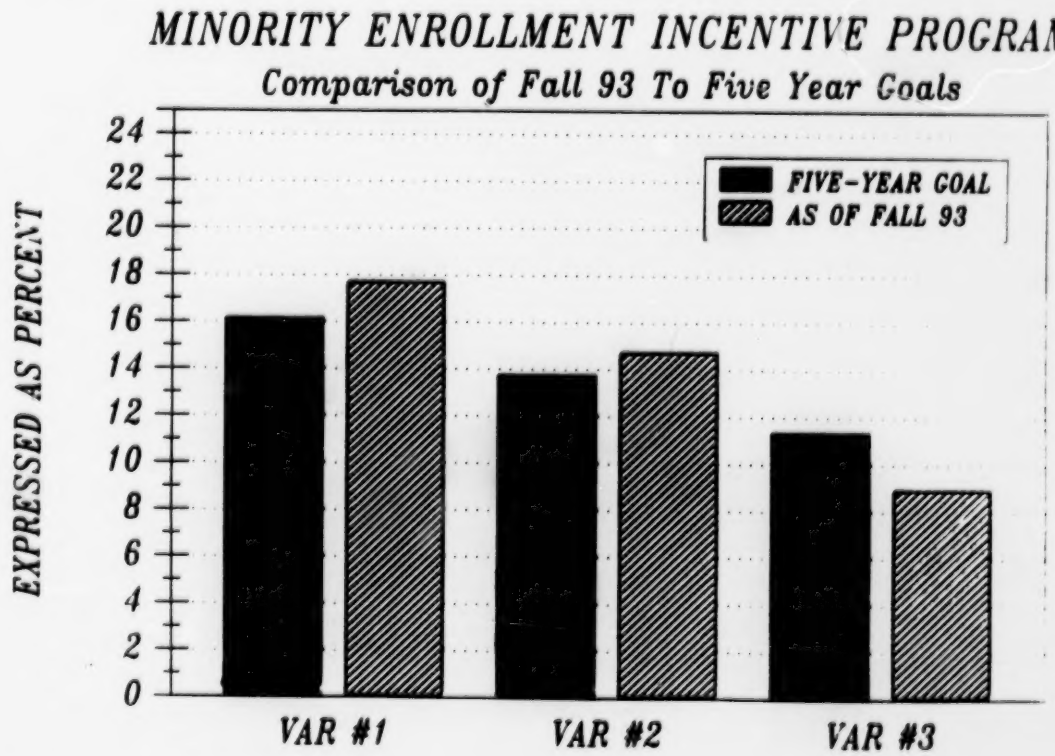
TABLE IV


MINORITY ENROLLMENT INCENTIVE PROGRAM
Comparison of Enrollment To Population
EXPRESSED AS PERCENT
10
9
8
7
6
5
4
3
2
1
0
1990 POPULATION
FALL 93 ENROLLMENT
BLACK
HISP
AMER IND
ASIAN

Black students received 4.38 percent of degrees conferred in spring 1993; Hispanics 2.62 percent; Asians 1.66 percent and Native Americans 0.23 percent, for a total of 8.90 percent of all degrees conferred.

Connecticut public colleges and universities exceeded the systemwide five year goal of 16.1 percent for first time students in fall 1993 by enrolling 17.68 percent; exceeded its five year goal of 13.70 percent of continuing students by retaining 14.70 percent of minority students; and achieved 78.8 percent of the five year goal of 11.3 percent for degrees conferred. See Table V for a comparison of participation rates for fall 1993 to five year goals.

TABLE V



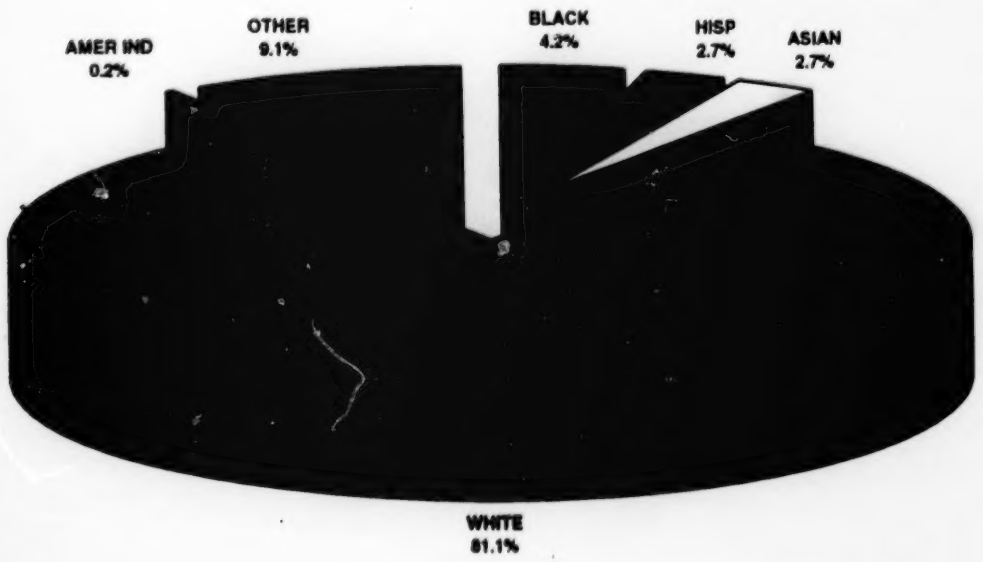
Summary: Public and Independent Colleges and Universities

The participation rates increased for all minorities at both public and independent colleges and universities between 1992 and 1993. A total of 23, 227 minority students were enrolled, up 4.7 percent over 1992 and up 77.1 percent over 1984, the base line data year for the Minority Enrollment Incentive Program. Black students registered a 4.0 percent increase over 1992; Hispanics 8.1 percent; Asians 2.4 percent; and Native Americans 0.7 percent.

Connecticut public and independent colleges and universities awarded more degrees (2,881) to minority students in 1992-1993 than in any previous recording period, up 6.9 percent over the previous year. Degrees to minority students made up a higher proportion (9.8 percent) of total degrees awarded than at any time in the past. (blacks 4.2 percent; Hispanics 2.7 percent; Asians 2.7 percent; Native Americans 0.2 percent). See Table VI.

TABLE VI

Total Degrees Conferred 1992 - 93
CT Public and Independent Institutions

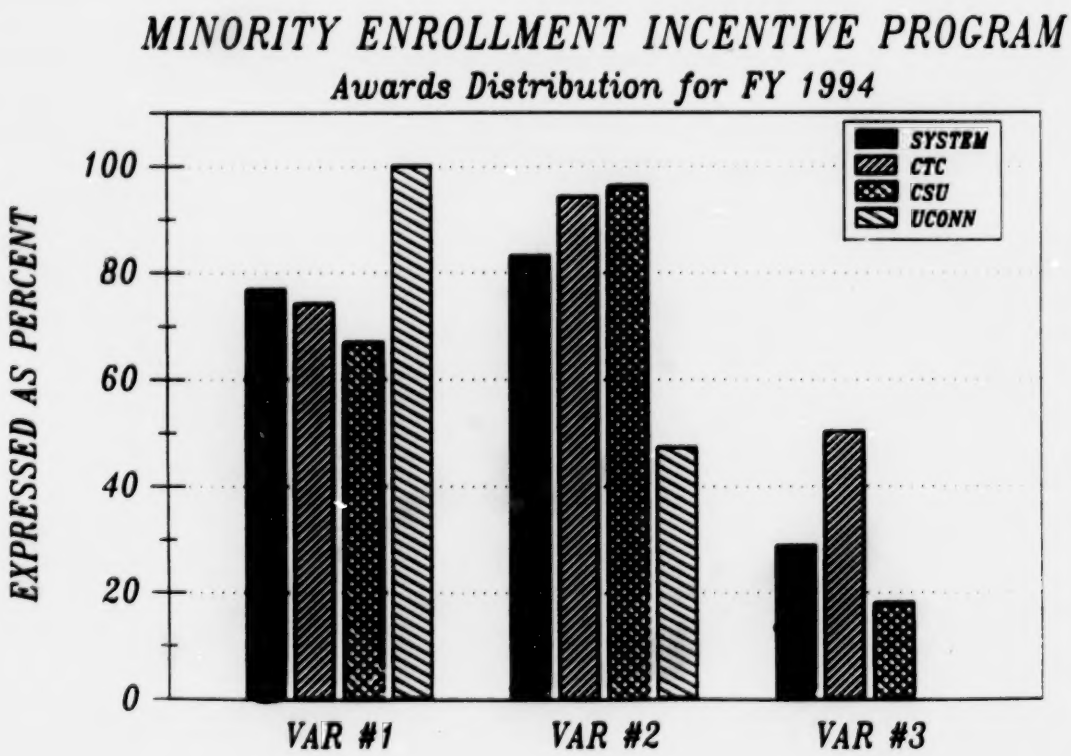


Comparing 1992-1993 with the preceding year, degrees awarded to black students were up 1.6 percent; Hispanics up 17.7 percent; Asians 3.4 percent; Native Americans down 1.8 percent.

Since 1982-1983 progress has been continuous, both in terms of increased numbers of degrees awarded to minorities and the percent of total degrees earned by minorities. Degrees awarded to minority students were quite evenly divided between public and independent institutions of higher education in 1992-1993 - 48.1 percent and 51.9 percent, respectively. Increased numbers of minority students earned bachelor's degrees in 1992-1993, but still fall behind non-minorities in earning Master's and Doctoral degrees.

Public colleges and universities qualified to receive $241,808 in incentive grants for FY 1995 under the Minority Enrollment Incentive Program. The grant amounts were determined by the percent of progress made by each institution towards its five year access, continuation and graduation goals. See Table VII for awards by variables and appendix E for detailed awards by institution.

TABLE VII



The Minority Staff Development and Recruitment Program

The Minority Staff Development and Recruitment Program aims to achieve representative employment of minority faculty, administrators and other professional staff at Connecticut public colleges, universities and central offices. It also addresses the skewing of minority employees toward the lower levels of the workforce.

The total number of blacks and Hispanics in the professional workforce at public colleges and universities increased from 614 to 619 between 1992 and 1993. Expanding the MAP to include Asian Americans and Native Americans resulted in an increase of 359 minority professionals. All minorities numbered 978 in December 1993, reflecting 13.12 percent of the total professional workforce and an increase of 59.3 percent over 1992. A headcount by institution and detailed incentive grant awardsper institution is contained in the appendix F.

Data submitted to the Connecticut Commission on Human Rights and Opportunities indicated that in December 1993 at Connecticut public colleges and universities, blacks made up 5.7 percent of the total professional workforce; Hispanics 2.6 percent; Asian Americans and Native Americans 4.8 percent. See Table VIII. Table IX presents a comparison of minority professional staff at public institutions to Connecticut 1990 population statistics.

TABLE VIII

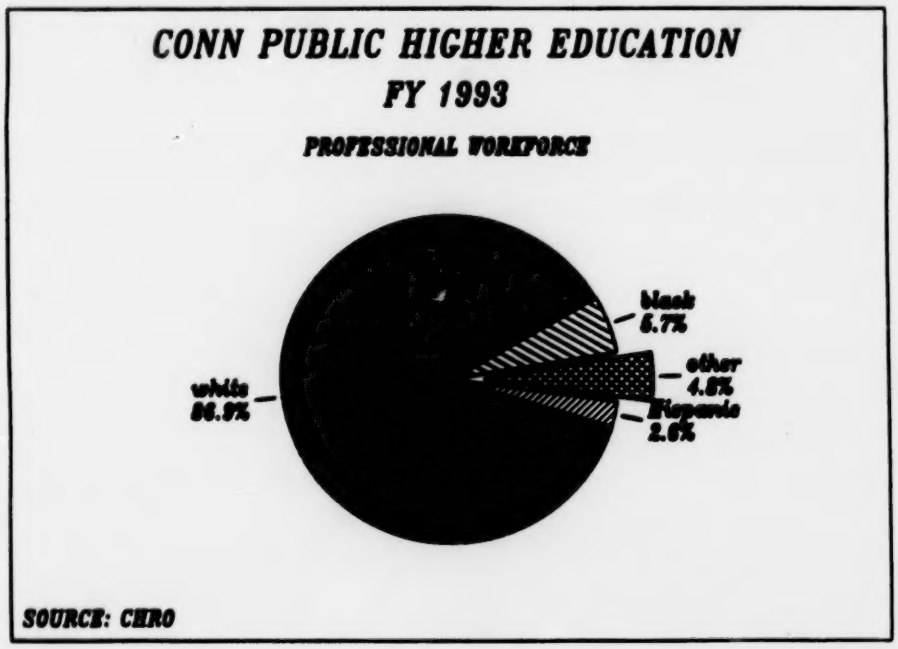
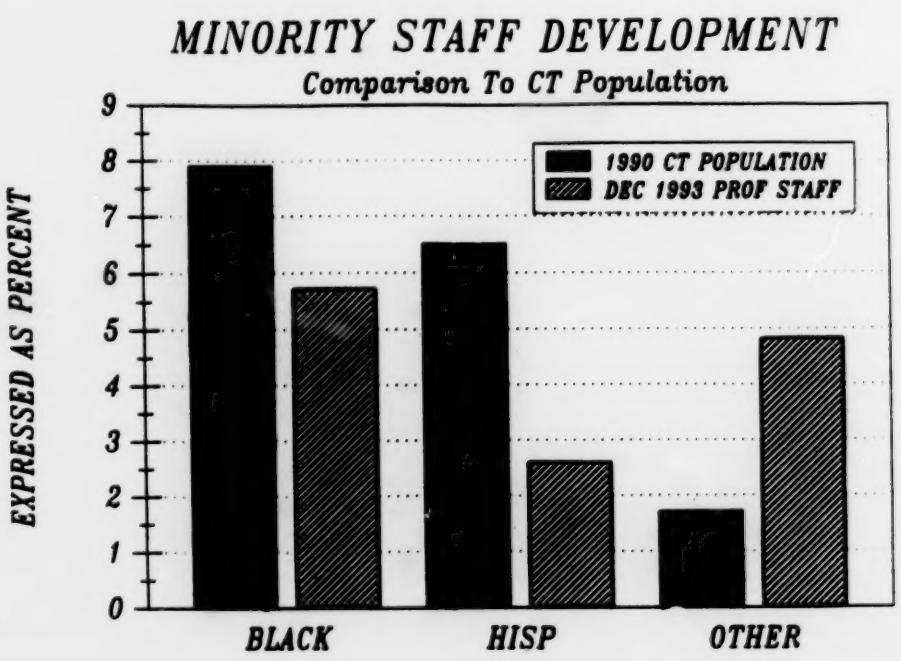


TABLE IX



Public and Independent Colleges and Universities

Fall Staff Survey data for 1993 (formerly EEO-6) indicated that at Connecticut public and independent colleges and universities, minorities made up 13.5 percent of total full-time employees with ethnic groups represented as follows: blacks 7.9 percent; Hispanics 2.8 percent; American Indians or Alaskan Natives .002 percent; Asian or Pacific Islanders 2.6 percent.

All minorities made up 9.2 percent of the total professional workforce at Connecticut public and independent colleges and universities. The following table compares professional workforce percentages and 1990 population precentages.

	Prof Workforce %	1990 Population %
Blacks	4.1	7.9
Hispanics	1.7	6.5
Asians/Pacific Is.	3.3	1.5
Amer. Indians/Alaskan	.002	0.2

A total of $200,000 was available for grant awards under the Minority Staff Development and Recruitment Program for FY 1995. Per capita grants were awarded for FY 1995, the first year of the MAP Expansion, because there was no comparative data available from prior years to distinguish new and continuing staff among Asians and Native Americans.

APPENDICES

REVISED MEIP FORMULA - SECOND CYCLE (1994 - 1996)
NEW GOALS - ALL MINORITIES

Institution	Total Minority Base '90	Total Service Area Minority Population	Total Minority 5 Yr Goal	Disparity Expressed As Percentage	Total Minority Fall 1992	Disparity Percent Remaining
Asnuntuck CTC						
First-Time	12.97%	11.06%	12.97%	0.00%	14.93% *	
Continuing	7.35%	11.06%	9.58%	2.23%	8.59%	0.99%
Degrees	6.38%	11.06%	8.25%	1.87%	9.88% *	
Capital CTC						
First-Time	41.07%	44.21%	43.58%	2.51%	50.89% *	
Continuing	39.54%	44.21%	42.34%	2.80%	50.09% *	
Degrees	30.37%	44.21%	35.90%	5.54%	37.22% *	
Gateway CTC						
First-Time	22.38%	23.25%	23.08%	0.70%	25.83% *	
Continuing	23.79%	23.25%	23.79%	0.00%	23.57%	0.22% ##
Degrees	19.51%	23.25%	21.01%	1.50%	18.09%	2.92% ##
Housatonic CTC						
First-Time	42.33%	40.85%	42.33%	0.00%	46.66% *	
Continuing	33.90%	40.85%	38.07%	4.17%	42.28% *	
Degrees	25.36%	40.85%	31.56%	6.20%	30.92%	0.64%
Manchester CTC						
First-Time	11.04%	10.89%	11.04%	0.00%	16.50% *	
Continuing	9.04%	10.89%	10.15%	1.11%	7.96%	2.19% ##
Degrees	7.07%	10.89%	8.60%	1.53%	8.20%	0.40%
Middlesex CTC						
First-Time	9.10%	9.20%	9.18%	0.08%	11.05% *	
Continuing	6.97%	9.20%	8.31%	1.34%	7.48%	0.83%
Degrees	5.54%	9.20%	7.00%	1.47%	5.51%	1.49% ##
Naugatuck CTC						
First-Time	11.30%	13.26%	12.87%	1.57%	15.66% *	
Continuing	8.46%	13.26%	11.34%	2.88%	11.81% *	
Degrees	4.15%	13.26%	7.79%	3.64%	6.81%	0.98%
Northwestern CTC						
First-Time	3.57%	3.46%	3.57%	0.00%	4.42% *	
Continuing	2.01%	3.46%	2.88%	0.87%	2.16%	0.72%
Degrees	0.88%	3.46%	1.91%	1.03%	3.07% *	

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REVISED MEIP FORMULA - SECOND CYCLE (1994 - 1996)
NEW GOALS - ALL MINORITIES

Institution	Total Minority Base '90	Total Service Area Minority Population	Total Minority 5 Yr Goal	Disparity Expressed As Percentage	Total Minority Fall 1992	Disparity Percent Remaining
Norwalk CTC						
First-Time	26.70%	25.71%	26.70%	0.00%	25.19%	1.51% ##
Continuing	28.15%	25.71%	28.15%	0.00%	30.18% *	
Degrees	22.49%	25.71%	23.78%	1.29%	22.80%	0.98%
Quinebaug Val CTC						
First-Time	10.06%	9.52%	10.06%	0.00%	8.45%	1.61% ##
Continuing	4.51%	9.52%	7.52%	3.00%	4.13%	3.39% ##
Degrees	1.20%	9.52%	4.53%	3.33%	2.13%	2.40%
Three Rivers CTC						
First-Time	10.49%	10.56%	10.55%	0.06%	11.28% *	
Continuing	6.93%	10.56%	9.11%	2.18%	8.07%	1.04%
Degrees	6.98%	10.56%	8.41%	1.43%	5.09%	3.32% ##
Tunxis CTC						
First-Time	7.48%	7.00%	7.48%	0.00%	8.22% *	
Continuing	5.08%	7.00%	6.23%	1.15%	6.70% *	
Degrees	4.30%	7.00%	5.38%	1.08%	3.97%	1.41% ##
TOTAL CTC						
First-Time	17.55%		18.06%	0.51%	20.86% *	
Continuing	15.22%		16.86%	1.64%	17.43% *	
Degrees	11.73%		14.13%	2.40%	12.68%	1.45%
Central CSU						
First-Time	11.27%	16.10%	15.13%	3.86%	10.68%	4.45% ##
Continuing	7.10%	16.10%	12.50%	5.40%	9.23%	3.27%
Degrees	5.73%	16.10%	9.88%	4.15%	6.69%	3.19%
Eastern CSU						
First-Time	10.40%	16.10%	14.96%	4.56%	14.10%	0.86%
Continuing	9.79%	16.10%	13.57%	3.79%	10.69%	2.88%
Degrees	4.85%	16.10%	9.35%	4.50%	5.89%	3.46%
Southern CSU						

REVISED MEIP FORMULA - SECOND CYCLE (1994 - 1996)
NEW GOALS - ALL MINORITIES

Institution	Total Minority Base '90	Total Service Area Minority Population	Total Minority 5 Yr Goal	Disparity Expressed As Percentage	Total Minority Fall 1992	Disparity Percent Remaining
First-Time	9.14%	16.10%	14.71%	5.57%	13.18%	1.53%
Continuing	6.70%	16.10%	12.34%	5.64%	10.38%	1.96%
Degrees	5.33%	16.10%	9.64%	4.31%	6.34%	3.30%
Western CSU						
First-Time	7.46%	16.10%	14.37%	6.91%	11.10%	3.27%
Continuing	8.74%	16.10%	13.15%	4.42%	9.46%	3.69%
Degrees	5.51%	16.10%	9.75%	4.24%	5.44%	4.31% ##
TOTAL CSU						
First-Time	9.68%	16.10%	14.82%	5.14%	12.09%	2.73%
Continuing	7.61%	16.10%	12.71%	5.09%	9.83%	2.88%
Degrees	5.42%	16.10%	9.69%	4.27%	6.28%	3.41%
University of Conn						
First-Time	12.05%	16.10%	15.29%	3.24%	11.61%	3.68% ##
Continuing	10.24%	16.10%	13.76%	3.52%	10.83%	2.93%
Degrees	8.01%	16.10%	11.24%	3.24%	8.85%	2.39%
TOTAL SYSTEM						
First-Time	13.88%	16.10%	16.10%	2.22%	16.45% *	
Continuing	10.95%	16.10%	13.70%	2.75%	12.79%	0.91%
Degrees	7.99%	16.10%	11.30%	3.31%	8.90%	2.40%

NOTES: 1) * INDICATES INSTITUTION IS ABOVE 5 YEAR GOAL.

2) ## INDICATES INSTITUTION'S DISPARITY IN 1992 IS GREATER THAN 1990.

3) FIVE YEAR GOAL COMPUTED BY:
IF, 1990 BASE DATA FOR VARIABLE #1 IS GREATER THAN POPULATION, USE BASE AS 5 YEAR GOAL.
IF, 1990 BASE DATA FOR VARIABLE #1 IS LESS THAN POPULATION, COMPUTE GOALS AS FOLLOWS:
FIVE YEAR GOAL FOR VARIABLE #1 = BASE PERCENT PLUS 80% OF DISPARITY BETWEEN BASE AND GOAL.
FIVE YEAR GOAL FOR VARIABLE #2 = BASE PERCENT PLUS 60% OF DISPARITY BETWEEN BASE AND GOAL.
FIVE YEAR GOAL FOR VARIABLE #3 = BASE PERCENT PLUS 40% OF DISPARITY BETWEEN BASE AND GOAL.

4) POPULATION FOR FOUR-YEAR INSTITUTIONS = STATE POPULATION OF 16.1%.
POPULATION FOR TWO-YEAR INSTITUTIONS COMPUTED BY ADDING SERVICE AREA PERCENTS FOR FOR ASIANS AND AMER. IND. TO ORIGINAL FIVE YEAR GOAL FOR VARIABLE #1.

BEST COPY AVAILABLE

Central Connecticut State University - New Britain, Waterbury Public Schools

The Central Connecticut State University program began in 1987 with an enrollment of 50 students from the New Britain and Waterbury Public Schools. Central Connecticut State University was one of two ConnCAP programs that received full funding through the Department of Higher Education. Student enrollment for 1993-1994 totaled 193 students.

The student profile for 1993-1994 was 76 percent underachievers; 76 percent at risk; 56 percent low-income; 82 percent first generation (first in family to go to college); 100 percent from target area. The participants reflected the following ethnic distribution: Asian/Pacific Islanders 6 percent; black 41 percent; Hispanic 41 percent; white 12 percent. Males made up 47 percent and females 53 percent of participants. Between 1987 and 1994 services were provided for a total of 1,001 students.

Total DHE funding for the period 1987-1994 was $1,821,840.00 at an average cost of $1,820 per student. The ConnCAP program at CCSU received additional financial support from the Bristol School-Business Partnership Program, the Waterbury-At-Risk Program, and New Britain Child and Family Services. A parent group actively worked with local boards to gain support from community and corporate organization.

The retention rate for program participants during the 1993-94 school year was 95 percent. Central's ConnCAP graduating class of 1994 totalled 45, with 91 percent going on to college. Thirty-two or 100 percent of the June 1993 graduating class completed their freshman year in college.

Connecticut Pre-Engineering Program (CPEP) - Bridgeport, Danbury, Hartford, New Britain, New Haven, Stamford, Waterbury

The Connecticut Pre-Engineering Program was developed in 1986 by the Science Museum of Connecticut as a collaborative effort with cooperation and support from private, public, non-profit and governmental sources. The Department of Higher Education was authorized by the state legislature to be a partner in this collaborative venture through an initial state funded matching grant of $25,000. CPEP was designed to increase access to accredited institutions of higher education for minority and disadvantaged students in mathematics, science and engineering. Students begin the program as early as sixth grade and continue through graduation from high school. The program currently serves students in the cities of Bridgeport, Hartford, New Haven, New Britain, Stamford, Danbury and Waterbury.

CPEP believes that mathematics and science should be taught in a "hands-on" method and in a manner which allows students to gain an understanding of the subject and an appreciation of how science and mathematics can be used in their daily lives. CPEP provides participating schools with programs and activities to help motivate and stimulate effective learning and skill development for students. CPEP also provides teachers, counselors and parents with additional resources so that students will have every opportunity to succeed. The program offers professional development opportunities for its teachers through a Summer Institute designed to enhance their instructional skills in mathematics and science and in appropriate responses to diverse learning styles. To supplement the content of mathematics, science, and language arts courses, CPEP also furnishes curriculum materials to each participating school at the start of the fall term and throughout the year.

The program served 863 students during this report period. Of the high school participants, 183 enrolled in pre-college mathematics and science courses. Participants are not required to meet any economic standard for acceptance into the program. Only 33 percent of those who applied were accepted in the program. The overall retention rate for the 1993-1994 program year was 89 percent, with an ethnic representation of 8 percent Asian/Pacific Islanders; 38 percent blacks; 36 percent Hispanics; 1 percent American Indians; 17 percent white. The student profile was 7 percent underachievers; 73 percent at risk; 61 percent low-income: 75 percent first generation; and 100 percent targeted districts. By age distribution the participants were 78 percent (11-14); 20 percent (15-17); and 2 percent (18-20). Males made up 50 percent of participants and females 50 percent.

CPEP graduated 29 students in the class of 1994. All 29 have been accepted and will attend college in the fall. Among the institutions which graduates will attend are: Yale University, Worcester Polytechnic Institute, Brown University, University of North Carolina Chapel Hill, the University of Connecticut, Fairfield University, University of Hartford, Manchester Community-Technical College, and the University of New Haven. All 35 of the June 1993 graduates successfully completed their freshman year.

Norwalk Community Technical College - Norwalk Public Schools

A ConnCAP grant was awarded to Norwalk Community College and the Norwalk State Technical College in 1987 for a joint program to serve students in the Norwalk public schools. The program began with 25 students under the name "FRESH START". This program received full funding from the Department of Higher Education.

In August 1992, Norwalk Community-Technical College received a three-year $336,978 TRIO Upward Bound Grant from the U.S. Department of Education. The name of the program was changed to the Norwalk Community-Technical College ConnCAP/Upward Bound Program to be consistent with the new federal grant. The federal grant allowed the program "Fresh Start" to increase its enrollment by fifty (50) students to one hundred (100) participants. The program received continued funding for the federal grant in 1994 which will permit it to expand its program into Stamford.

Fresh Start enrolled 101 students during the 1993-1994 program year. The student profile for 1993-1994 was 79 percent underachievers; 94 percent at risk; 5 percent low-income; 45 percent first generation; and 100 percent from the targeted district. Males constituted 30 percent of enrollments and females 70 percent. The ethnic composition of program participants was 85 percent black; 8 percent Hispanic; 7 percent white. Student distribution by age was (11-14) 43 percent, (15-17) 56 percent and (20-24) 1 percent. Between 1987 and 1994, the program provided services for 462 students. The student retention rate was 98 percent.

The overall academic performance of participants continued to show significant improvement during the 1993-1994 program year. Juniors and seniors with a "B" average or better were permitted to enroll in college classes at Norwalk Community-Technical College at no cost. The courses will be transferred to their college transcripts. Fifty students went on in and out-of-state college tours throughout the year. Three students participated in the Third Annual New England Association of Equal Opportunity Program Personnel (NEAOPP) Student Leadership Conference in September 1993. There were 20 graduates in the class of 1994.

The advisory board and parent group helped to identify community and corporate resources and services and secured funding for a variety of program activities. Linkages with the Norwalk Maritime Center and the IBM Corporation were continued during the 1993-1994 program year.

Funding levels permitted Norwalk to accept only one in four qualified applicants into its program.

Trinity College ConnCAP/Upward Bound - Hartford, Bloomfield Public Schools

The Trinity College ConnCAP/Upward Bound program was one of two existing Upward Bound programs funded for expansion under the ConnCAP initiative. The original grant enabled Trinity to recruit and serve an additional 30 students and to enhance program activities for all students. Under the DHE funds the targeted area was expanded to include the town of Bloomfield.

Since 1987, the Trinity program has operated a summer residential and an academic year program for 135 participants. During the 1993-94 program year 132 participants enrolled in the program. Of these, 64 percent were underachievers; 91 percent at-risk; 73 percent low-income; 90 percent first generation; and 100 percent from the targeted district. The ethnic representation was 61 percent black; 38 percent Hispanic; 1 percent white. Males made up 42 percent and females 58 percent of participants. Ages of participants were (11-14) 4 percent; (15-17) 82 percent; and (18-20) 14 percent.

The change, in 1990, to a writing-based curriculum in all subject areas in the Trinity program has resulted in enhanced academic performance by students. The retention rate for the 1993-1994 program was 97 percent. Thirty-eight of the thirty-three graduates in the class of 1993 have been admitted and plan to attend college in the fall. Thirty two of the 1993 graduates who enrolled in college in fall 1993 completed their freshman year.

Trinity employs a college transition counselor who conducts annual college follow-up sessions with graduates of the program. The sessions help students to form a support network, to adjust to college life, and to utilize all of the available resources on campus aimed at ensuring success.

During this program year the Parent Community Alumni Board (PCAB) raised $25,000 for scholarships and program activities. The PCAB awarded over $7,000 in scholarships to graduates in the class of 1994. It continued to support and implement the student community service component and sponsored a cultural trip to Washington, D.C. During this program year, only one in five qualified applicants was accepted due to funding levels.

The University of Connecticut Health Center - The Scholars Training Academy and Science Teacher Research Training Initiative

The Scholars Training Academy (STA) was designed at the University of Connecticut Health Center as an eight week summer program of preprofessional training to provide the sound development of scientific, mathematical, communications, problem solving and test-taking skills. The program targets underrepresented high school seniors or college prefreshmen who have indicated an interest in medicine

or dental medicine. Participants also include college students from underrepresented groups who have been admitted to undergraduate preprofessional programs in medicine and dentistry and who are, preferably, rising sophomores.

The STA program consists of two concurrent eight week summer sessions; Phase I for high school seniors and prefreshmen and Phase II directed toward post-freshmen and sophomores. Each section provides 27 hours of formal lecture, laboratory and directed study in inorganic/organic chemistry; biochemistry; precalculus; biology; physics; study skills; problem solving; and critical thinking.

The Science Teacher Research Initiative, established in 1991, provides an opportunity for teachers who are members of minority groups or who teach significant numbers of minority students to participate in a summer research project to update their skills in modern research tools and techniques. Teachers return to their schools to share their experiences with their students and colleagues.

The program served 24 participants during the 1993-94 year. The program enrolled one in five students who applied. Students are not required to meet any economic standard to be admitted to the program. The overall retention rate was 100 percent with ethnic representation of Asian/Pacific Islanders 4 percent, 88 percent black and 8 percent Hispanic. The student profile was 100 percent at risk; 29 percent low-income; and 42 percent first generation. Males made up 66.6 percent of the participants and females 33.3 percent. Student distribution by age (15-17) 46 percent and (18-20) 54 percent.

All 24 students completed the summer program. Pre-and post-test results for STA students indicate that 100% of students tested in biology exceeded the performance indicator of a 25% increase in post-test over pre-test scores with 90% showing increases of greater than 100% and 10% showed a 41% increase. Chemistry I had an average increase of 26% post over pre-test with 50% of the cohort between 25% and 64% and 50% of the cohort increasing between 11% and 25%. One hundred percent (100%) of the pre-college cohort eligible for college have matriculated into undergraduate pre-professional programs of medicine or dental medicine. STA students attend a variety of in and out-of-state institutions including: Tufts University, Howard University, University of Connecticut at Storrs, Spellman College, University of Puerto Rico, and Atlantic Union College.

Wesleyan University ConnCAP/UPWARD BOUND - Middletown, Meriden Public Schools

The Wesleyan University program began in 1966 with a federal grant and was one of the two existing Upward Bound programs awarded a grant under the ConnCAP initiative. This program has a long and prestigious history of serving students from Middletown and Meriden. State funding through ConnCAP enabled the program to expand services and activities and to serve 20 additional students from Middletown and Meriden, 10 from each school district. During the 1993-1994 program year, the Middletown, Meriden and Portland Boards of Education allocated $52,500 to the Wesleyan ConnCAP/ Upward Bound Program.

The Wesleyan ConnCAP/Upward Bound program operates a non-residential summer and an academic year program. The program includes a motivational component at Wesleyan's Great Hollow Wilderness School (GHWS) for rising ninth graders who are entering the program for the first time. New recruits to the program participate in a 10 day outdoor wilderness experience designed to enhance self-confidence,

self-esteem, and problem-solving skills. Participants learn to give their best effort in competition with themselves. The program served 120 students this program year, with an acceptance rate of one student in two who applied to the program.

During the 1993-1994 program year, 100 percent of participants were underachievers; 100 percent were at risk; 65 percent low-income; 32 percent first generation; and 100 percent from targeted districts. Males made up 50 percent of the enrollments and females 50 percent. The ethnic distribution was Asian/Pacific Islanders 4 percent; blacks 41 percent; Hispanics 24 percent; whites 31 percent. Wesleyan students continued to develop leadership skills by participating in the year long Connecticut Student Leadership Assembly funded by the Nellie Mae Fund.

- The Wesleyan Parent Advisory Group continued to develop the "Dollars for Scholars" program during this program year. The funds are earmarked for scholarships and for cultural and educational activities. With support from the Middletown and Meriden business community and Wesleyan ConnCAP/Upward Bound alumni, $25,000 was contributed to the new Revolving Emergency Loan Fund (RELF). RELF was developed to provide emergency loans to program graduates who wish to start or continue college or who have unmet college expenses and have exhausted all other resources. Repayment of the loan is required after graduation from college.

The Wesleyan program reported an overall retention rate of 94 percent, graduating 20 students in the class of 1994. Seventeen of the 20 graduates will attend college in the fall and 3 students will enter the workforce or armed services. Sixteen of the eighteen students from the class of 1993 completed their freshman year in college.

APPENDIX C

Connecticut State University
Central • Eastern • Southern • Western

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TO: Andrew G. De Rocco,
Commissioner

FROM: Winston E. Thompson
Chairperson

RE: REPORT OF THE PEER REVIEW COMMITTEE - MINORITY STUDENT ACCESS, RETENTION, AND GRADUATION PLANS.

This is the third year of the second five year cycle of the Peer Review process for Minority Student Access, Retention, and Graduation Plans for the period 1991-96. The members of the Peer Review Committee are noted in Attachment I, and we are very grateful for their extremely hard and competent efforts over the last several months. The Committee was comprised of thirteen capable professionals, representing all of the constituent units of Connecticut public higher education as evidenced by Attachment I.

The first meeting of the 1993-4 academic year was a meeting in which Delores Graham, Donnie Perkins and I discussed the needs of the program and the agenda, schedule and procedures for the year.

The full committee met on February 25, 1994 to discuss and present their preliminary subcommittee reports on the up-dates from the campuses and to present any concerns regarding the up-dates. The members of the DHE-OEO staff were asked to follow-up with the preparer of only a few reports. This is only the second year of using the new variables in the up-dates. The two new variables are retention and graduation strategies and approaches. They have been utilized well by the campuses.

The Sub-Committees were assigned to review the up-dates relative to the previously submitted plans from the participating institutions. We avoided assigning Committee members to Sub-Committees from their sending institutions in which they are employed. Dr. Hakim Salahu-Din, Ms. Linda Sundell, Esq., Ms. Ruth Budlong, and Dr. Peter Rosa served as Chairs of the Sub-Committees. The Sub-Committees were requested to share their assessments of the successful aspects of the participating institutions' plans, institutional support, monitoring of the plans, and the reporting process. They were also asked to share their commendations and/or concerns. Further, they were asked to state any recommendations for the improvement and enhancement of each of their assigned institution's plan.

The Committee met on March 25, 1994 and the Chairpersons of the each Peer Review Sub-Committee presented their respective Sub-Committees concerns, questions, recommendations, and needs of their Sub-Committees. Further, the Chairpersons requested to bring to this meeting those up-dates which appeared to be in need of immediate attention of the DHE-OEO staff. There were only two. They were discussed at the meeting and it was decided that the very experienced and capable Director and Assistant Director of the D.H.E. Office of Educational Opportunity would be requested to assist those institutions. As a result of this strategy, the Peer Review Committee with the assistance of the DHE-OEO staff completed the review and evaluation of all the third year updates on April 15, 1994, the final meeting for the 1992-93 year.

An Equal Opportunity Employer

The Peer Review Committee members were pleased to finalize this year's up-dates from the campuses. It is always a rewarding experience to be involved with this important effort and it is particularly a pleasure to have the support of the competent Director, Ms. Delores Graham and her staff members.

It is indeed my pleasure to announce that all the updates were approved.

At the February 25th meeting, the Committee members were advised of the Complaint #01-90-2030 filed at the Office of Civil Rights regarding the disposition findings and the subsequent decision relative to the Extension or the awarding of 10% of the Peer Review funding to the Asian and Native American complainants. The Committee discussed the Extension which was given to the complainants. It was the stated opinion of the members of the Committee present that the funds legislated for this program were intended and directed for the improvement of access of the minority groups whose population representation in higher education was not reflected equitably in the numbers of faculty, staff, administrators, and students in Connecticut's public higher education system. It is clearly evidenced by the data compiled by D.H.E that the African American and Latino groups have not achieved this goal. We do take issue with the complainants' legitimate concerns and complaints in other areas other than access to higher education as described previously. However the members do not agree with the allocation of the 10% established from MEIP and Staff Development Funds for the complainants in 1993. There was consensus that this complaint does not comply with that which was previously stated as the intention of Connecticut legislators and it was neither initially stated nor is it currently the operating understanding of the program.

The Committee agrees that there are merits to the issues raised in the complaint of the Asian and Native American complainants, however we also agree that it is paramount that the funds are needed to improve the access of African Americans and Latinos to the level which reflects their population in Connecticut's public higher education system. To confuse the issues of the access of under-represented populations with the issue of comprehensive servicing of all populations only dilutes the intention of the access efforts. It now may be erroneously determined that Connecticut has no student access problems.

This is an important issue and concern to members of this working Committee, because we as members have certainly witnessed the beneficial effects of the funding which afforded this program. The improvement of the related statistics for African Americans and Latinos is directly a results of the program and it's funding. We would hope that this new program would not negatively impact and/or diminish the funding for the existing Peer Review program.

The members of the Peer Review Committee look forward to their involvement with next year's program.

cc: Ms. Delores Graham
Director - OEO
Peer Review Committee Members

STATE OF CONNECTICUT
Department of Higher Education

1993 PEER REVIEW COMMITTEE

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MINORITY ENROLLMENT INCENTIVE PROGRAM
AWARDS DISTRIBUTION REPORT
FY 1994 - YEAR #3

APPENDIX E

Institution	Potential Yearly Award	First-Time Students: Potential Award	First-Time Students: Actual Award	First-Time Students: Percent Potential	Continuing Students: Potential Award	Continuing Students: Actual Award	Continuing Students: Percent Potential	Degrees Conferred: Potential Award	Degrees Conferred: Actual Award	Degrees Conferred: Percent Potential	Actual Yearly Award	Percent of Potential
* ASNUNTUCK COMMUNITY-TECH. COLLEG	$ 5,823	$ 2,181	$ 2,181	100.00%	$ 370	$ 370	100.00%	$ 3,272	$ 1,974	60.33%	$ 4,525	77.71
CAPITAL COMMUNITY-TECH. COLLEGE	19,119	5,098	5,098	100.00%	6,373	6,373	100.00%	7,648	7,648	100.00%	19,119	100.00
GATEWAY COMMUNITY-TECH. COLLEGE	12,263	7,793	7,793	100.00%	1,596	1,596	100.00%	2,874	0	0.00%	9,389	76.56
HOUSATONIC COMMUNITY-TECH. COLLE	8,907	2,375	2,375	100.00%	2,969	2,969	100.00%	3,563	2,919	81.93%	8,263	92.77
MANCHESTER COMMUNITY-TECH. COLLE	9,087	2,423	2,423	100.00%	3,029	3,029	100.00%	3,635	0	0.00%	5,452	60.00
MIDDLESEX COMMUNITY-TECH. COLLEG	6,153	3,880	3,880	100.00%	1,294	1,294	100.00%	980	980	100.00%	6,154	100.02
NAUGATUCK VALLEY COMMUNITY-TECH.	19,839	5,290	5,290	100.00%	6,613	6,613	100.00%	7,936	0	0.00%	11,903	60.00
NORTHWESTERN COMMUNITY-TECH.COLL	5,033	1,840	1,840	100.00%	432	0	0.00%	2,760	0	0.00%	1,840	36.56
NORWALK COMMUNITY-TECH. COLLEGE	12,857	3,231	2,278	70.50%	8,155	8,155	100.00%	1,471	1,471	100.00%	11,904	92.59
QUINEBAUG VALLEY COMMUNITY-TECH.	6,707	1,538	0	0.00%	3,598	3,598	100.00%	1,570	0	0.00%	3,598	53.65
THREE RIVERS COMMUNITY-TECH.COLL	14,193	7,806	7,806	100.00%	2,380	2,380	100.00%	4,007	4,007	100.00%	14,193	100.00
TUNXIS COMMUNITY-TECH. COLLEGE	4,913	1,983	1,983	100.00%	2,479	2,479	100.00%	451	0	0.00%	4,462	90.82
	$124,894	$ 45,438	$ 42,947	94.52%	$ 39,288	$ 38,856	98.90%	$ 40,167	$ 18,999	47.30%	$100,802	80.71
CENTRAL CONNECTICUT STATE UNIV.	50,130	14,969	11,150	74.49%	27,072	27,072	100.00%	8,089	4,983	61.60%	43,205	86.19
EASTERN CONNECTICUT STATE UNIV.	19,144	6,248	6,248	100.00%	8,598	8,598	100.00%	4,298	0	0.00%	14,846	77.55
SOUTHERN CONNECTICUT STATE UNIV.	57,739	14,758	14,758	100.00%	18,447	18,447	100.00%	24,535	3,800	15.49%	37,005	64.09
WESTERN CONNECTICUT STATE UNIV.	28,234	3,700	0	0.00%	18,011	15,716	87.26%	6,523	0	0.00%	15,716	55.66
	$155,247	$ 39,675	$ 32,156	81.05%	$ 72,128	$ 69,833	96.82%	$ 43,445	$ 8,783	20.22%	$110,772	71.35
UNIVERSITY OF CONNECTICUT	59,961	13,580	13,580	100.00%	35,292	16,654	47.19%	11,089	0	0.00%	30,234	50.42
CHARTER OAK COLLEGE											$10,000	
GRAND TOTAL	$340,102	$ 98,693	$ 88,683	89.86%	$146,708	$125,343	85.44%	$ 94,701	$ 27,782	29.34%	$251,808	71.10

* Grant award was $472.00 above award amount for a total award of $4,997.
Grant award for FY 96 will be adjusted accordingly.

MINORITY STAFF DEVELOPMENT AND RECRUITMENT PROGRAM
1995 AWARDS

	INSTITUTION	TOTAL FY 94	TOTAL AWARD
1	University of Conn	315	$64,417
2	UCONN Health Center	229	$46,830
3	Central CSU	77	$15,746
4	Eastern CSU	43	$8,793
5	Southern CSU	72	$14,724
6	Western CSU	29	$5,930
7	Asnuntuck CC	5	$1,022
8	Capital CC-TC	27	$5,521
9	Gateway CC-TC	27	$5,521
10	Housatonic CC	12	$2,454
11	Manchester CC	25	$5,112
12	Middlesex CC	18	$3,681
13	Naugatuck Valley CC-TC	14	$2,863
14	Northwestern Conn CC	6	$1,227
15	Norwalk CC-TC	32	$6,544
16	Quinebaug Valley CC	7	$1,431
17	Three Rivers CC-TC	13	$2,658
18	Tunxis CC	6	$1,227
19	Dept. Higher Education	4	$818
20	CSU - Central Office	10	$2,045
21	CC/TC - Central Office	5	$1,022
22	Charter Oak	2	$409
	TOTALS:	978	$199,995

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